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ABSTRACT

THE 167 CITATIONS INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY ON THE TRAINING OF PARAPROFESSIONALS AND TEACHER AIDES ARE PRESENTED UNDER THE FOLLOWING HEADINGS: (1) GENERAL TRAINING (71 ENTRIES); (2) TRAINING AIDES FOR SPECIALIZED ROLES--PRESCHOOL AND ELEMENTARY PROGRAMS, HOME VISITS; AIDES FOR DISADVANTAGED, ADULT EDUCATION, SPECIAL CURRICULUM AND MEDIA AIDES, AND VOLUNTEERS (36 ENTRIES); (3) TRAINING SPECIFIC PERSONS AS AIDES--THE DISADVANTAGED AND THE TEENAGER (37 ENTRIES); (4) CAREER DEVELOPMENT PROGRAMS (12 ENTRIES); (5) JUNIOR COLLEGE TRAINING PROGRAMS (8 ENTRIES); (6) BIBLIOGRAPHIES ON TRAINING AIDES (3 ENTRIES). IN ADDITION TO A DESCRIPTIVE ANNOTATION, EACH CITATION INCLUDES INFORMATION AS TO THE PRICE AND AVAILABILITY OF THE DOCUMENT (WHETHER IT IS AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE--HARDCOPY AND/OR MICROFICHE--OR FROM ANOTHER SOURCE). (JES)

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PARAPROFESSIONALS AND TEACHER AIDES: AN ANNOTATED BIBLIOGRAPHY

Jean D. Grambs
assisted by
Fran Mallory and others
ERIC Clearinghouse on Teacher Education

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Preface

This annotated bibliography is on paraprofessionals and teacher aides. In addition to those citations compiled by Jean D. Grambs, Fran Mallory and others of the ERIC Clearinghouse on Teacher Education selected additional documents from the Clearinghouse collection which are included in this publication.

Citations with "ED" numbers are available from the ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Md. 20014. Those citations with "EJ" numbers are not available through ERIC. The latter are articles which have appeared in periodicals and are listed in Current Index to Journals in Education, a publication of the ERIC system.

The Clearinghouse is pleased to present this bibliography because it is a valuable source of information for those interested in paraprofessionals and teacher aides and should help readers' in their continuing efforts to keep abreast of this important topic.

Joel L. Burdin
Director

February 1970

About ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968 is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA); and the Association for Student Teaching, a national affiliate of NEA. It is located at One Dupont Circle, Washington, D.C. 20036.

Scope of Clearinghouse Activities

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision-making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and inservice preparation of school personnel and the profession of teaching.

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PARAPROFESSIONALS AND TEACHER AIDES:
AN ANNOTATED BIBLIOGRAPHY

by
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ERIC Clearinghouse on Teacher Education

A. GENERAL TRAINING

Abbott, Margaret. Teacher Aide Training Program. Grand Forks, N.D.: Grand Forks Public Schools, 1969. 107 pp.

Course objectives and content outlines are presented for 15 curriculum areas including social science, elementary science, math, reading, library skills, audiovisual instruction, clerical skills, and others. The four-week workshop trained 40 paraprofessionals as classroom assistants, clerical assistants, and such specialists as aides to work with speech handicapped students.

Administrative Leadership Service. Teacher Aides or Auxiliary School Personnel: Administrative Leadership. Arlington, Va.: Educational Service Bureau, 1966. 64 pp. Publisher's Price: $3.95. ED 024 620. EDRS Price: Not available from EDRS.

This publication discusses the role and function of a teacher aide by raising some of the many questions asked by school personnel on utilization of auxiliaries. These questions are: 1. What jobs may aides do and what should they not do? 2. How should they be selected and by whom? 3. What training should they have, both preservice and inservice? 4. What attitudes should teachers have about aides? 5. How is the teacher aides' contribution to the education program to be evaluated?

American Association of School Administrators. Teacher Aides in Large School Systems. Educational Research Circular No. 2. Washington, D.C.: the Association, and Associated Organization of the National Education Association, April 1967. 59 pp. Publisher's Price: $1.50.

This circular discusses training, selection, recruitment, salaries, and employment practices in 200 school systems.

Anderson, Robert H. "The People Who Work with Teachers." Teaching in a World of Change. New York: Harcourt, Brace & World, 1966. pp. 109-31.

This chapter extensively reviews efforts that are being made to maximize teacher efficiency through the use of support.

Anderson, Wilton, director. A Program for the Training of Auxiliary Educational Personnel in the Summer Day Elementary Schools: A Final Report of the New York City Schools. New York: the Schools, August 1967. 22 pp.

Anderson discusses a six-week summer program held September 1967, utilizing paraprofessionals as a preparatory and trial period for a systemwide program to recruit, train,and employ auxiliary personnel in the city schools.

Association for Childhood International. Aides to Teachers and Children. Washington, D.C.: the Association, 1968. 64 pp. Publisher's Price: $1.50.

Articles in this booklet by teachers, program directors, etc., in several schools and universities give practical pointers on ways of finding, selecting, training, and using aides. Special attention is given to identifying aides and educating them for their tasks.

Association of Classroom Teachers (ACT). The Classroom Teacher Speaks on His Supportive Staff. Washington, D.C.: the Association, a department of the National Education Association, 1967. 37 pp. ED 029 805. EDRS Price: MF-$0.25; HC-Not available.

The 1966 Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff centered on the teacher as the focal point in the educational process, giving primary attention to identifying the roles of paraprofessionals and administrators and their responsibility and relationship to the classroom teacher. This report outlines issues discussed at the conference, gives the rationale for introduction of aides into the classroom, offers comments on the selection and utilization of aides, and discusses possible blocks to reorganizing staffing patterns. Included also are specific recommendations for action to the national and state Departments of Classroom Teachers, the local associations, and local school systems.

Axford, Roger W., compiler. The Teacher Aide: An Answer to the Teacher Shortage. A Handbook and Report. Augusta, Maine: University of Maine, Continuing Education Division (in cooperation with the Maine State Department of Education), 1968. 22 pp.

This document reports on a series of institutes to prepare teacher aides for employment in Maine schools; provides guidelines for the use of aides including purpose for employment, types of responsibilities aides assume, qualifications, school district responsibilities to the aide, and legal responsibilities of aides; presents recommended duties of aides; and suggests a course outline for aide preparation.

Becker, Harry A., editor. "Working with Teacher Aides." Croft Leadership Action. Folio No. 7. New London, Conn.: Croft Educational Services, 1968. 69 pp.

Divided into three parts containing discussions with supporting exhibits, this resource manual provides guidelines for the administrator (Part A), the classroom teacher (Part B), and the teacher aide (Part C) for planning and implementing a teacher aide program.

Bowman, Garda W.,and Ellen Galinsky. Discussion Guide for Film: "Teams for Learning." New York: Bank Street College of Education, January 1969. 31 pp. ED 031 462. EDRS Price: Not available from EDRS.

The guide describes illustrative filmed episodes and suggests questions for trainers and possible implications for team training. Possible uses of the film, as in group discussion, role playing, and video taping, are outlined.

Bowman, Garda W., and Gordon J. Klopf. New Careers and Roles in the American School. New York: Bank Street College of Education, December 1968. 257 pp. ED 027 266. EDRS Price: MF-$1.00; HC-$12.95.

This document is the final report on a study of auxiliary school personnel conducted for the Office of Economic Opportunity. The report includes an in-depth analysis of five continuing programs on auxiliary utilization.

---. Training for New Careers and Roles in the American School. New York: Bank Street College of Education, 1969. 18 pp. ED 028 146. EDRS Price: MF-$0.25; HC-$1.00.

This paper contains discussions and recommendations regarding the training of school personnel to work as teams. The purposes of team training are discussed and training objectives are listed.

Brackett, Pearl. "Substitute Training at Belmont." The National Elementary Principal 46: 18-21; May 1967.

A program designed to use and train aides as substitute teachers at Belmont, a Baltimore elementary school, is presented. Described are training sessions focusing on attendance, recordkeeping, use of audio-visual equipment, and the philosophy of elementary education in Baltimore schools. The author also discusses personal care, classroom visiting,and problems faced by the substitutes.

Branick, John J. "How To Train and Use Teacher Aides." Phi Delta Kappan 48:61; October 1966.

In this article, Branick presents Altoona, Pennsylvania's one year on-the-job training program for teacher aides, briefly describes selection procedures, outlines requirements in terms of ability, presents a five-point rating scale, and discusses the salary of aides.

Bureau of Educational Research and Services. Implementation of the Teacher and His Staff Concept Project. Grand Forks, N.D.: the Bureau, University of North Dakota, February 1969. 150 pp.

This evaluation report presents a review of findings for 1967-68 of a program to study the use of teacher aides for their economic efficiency and better utilization. A description of the data collection procedures and analyis of data is included.

Central Michigan College. "The How for Teachers Who Will Be Using Teacher Aides for the First Time." Mount Pleasant, Mich.: the College, 1958. 5 pp.

Procedures contributing to the success of teacher aide programs in 100 Michigan schools are described.

Cheuvront, Robert F. The Use of Teacher Aides in Colorado. Denver: Colorado Department of Education, September 1968. 29 pp. Publisher's Price: $0.75. ED 024 654. EDRS Price: MF-$0.25; HC-$1.55.

The Colorado Board of Education presents a positive position statement of the use of teacher aides including suggestions for preplanning, recruitment, selection, placement, preservice and inservice education, and possible functions of teacher aides.

Clement, Stanley L. "More Time for Teaching." The Bulletin of the National Association of Secondary School Principals 46:54-59; December 1962.

Clement discusses the use of teacher aides; suggests that a differentiation of professional, semiprofessional, and paraprofessional roles would raise the level of teaching; includes a discussion of a team approach, some recruitment suggestions, and arguments against the use of aides.

Community Action Program. Community Action: The Nonprofessional in the Educational System. Washington, D.C.: Office of Economic Opportunity, the Program, July 1966. 20 pp.

One of a series on community action programs, this pamphlet assists in planning and developing programs for selecting and training aides. It includes a survey of training programs, sources of further information, funding information, and general requirements for grants.

---. Evaluation of the Detroit Pilot Program To Train Teacher Aides. Detroit: the Program and the Office of Economic Opportunity, May 1967. 58 pp. ED 022 714. EDRS Price: MF-$0.50; HC-$2.56.

The purpose of this summary is to evaluate the effectiveness of the pilot program in identifying, developing, and defining the role of the teacher aide, and in identifying effective training methods for teacher aides.

Cutler, Marilyn H. "Teacher Aides Are Worth the Effort." The Nation's Schools 73:67-69; April 1964.

This article contains an evaluation of teacher aide programs, includes results of a questionnaire indicating approval of aides, provides suggestions for starting a program, and gives comments by teachers objecting to aides.

Dady, Milan B. Auxiliary Personnel Programs for Rural America. Morehead, Ky.: Morehead State University, 1968. 90 pp. ED 026 338. EDRS Price: MF-$1.75; HC-$4.60.

This manual, designed for educators in rural schools, presents recommendations for recruitment, selection, training, and utilization of auxiliary school personnel. A selected bibliography is included.

DeHart, Ruth. Parameters of the Teacher Aide Role: A Study of Teacher Aides in Selected Gulf Coast School Districts. Houston: Gulf School Research Development Association, 1968. 45 pp. Publisher's Price: $2.00. ED 032 277. EDRS Price: MF-$0.25; HC-$2.45.

The purpose of this study was to determine the parameters of the teacher aide's role in order to better utilize auxiliary personnel in a school situation. The report defines the roles, functions, and responsibilities of teacher aides, and discusses recruitment, selection, qualifications, and assignment of aides.

Detroit Public Schools. Evaluation of the Detroit Pilot Program To Train Teacher Aides. Summer 1966. Detroit: Research and Development Department, Program Evaluation Section, the Public Schools, May 1967. 62 pp. ED 022 714. EDRS Price: MF-$0.50; HC-$2.56.

This publication evaluates the effectiveness of the Detroit Pilot Program To Train Teacher Aides in identifying effective aide training methods, and in identifying, developing, and defining the role of the aide.

Emmerling, Frank C., and Kanawha Z. Chavis. The Teacher Aide in North Carolina's Comprehensive School Improvement Project. Publication No. 395. Raleigh, N.C.: State Department of Public Instruction, May 1966. 35 pp. ED 011 886. EDRS Price: MF-$0.25; HC-$1.75.

Reporting on the progress of the Comprehensive School Improvement Project, this bulletin reviews the purposes and assumptions which led to the development of the teacher aide program; discusses pertinent facts about background, training, and duties of aides employed in the program; and lists recommendations for future development. A selected reading list is included.

Ferver, Jack C., and Doris M. Cook, editors. Supplementary Materials for Teacher Aide Training Programs. Madison, Wis.: University of Wisconsin, Center for Extension Programs in Education (in cooperation with the Upper Midwest Regional Educational Laboratory), 1968. 129 pp. Publisher's Price: $2.00. (Available from University Extension Bookstore, The University of Wisconsin, 432 North Lake Street, Madison, 52706.) ED 024 462. EDRS Price: MF-$0.75; HC-$6.80.

Material in this handbook was prepared for administrators and instructors of teacher-aide personnel to assist in dealing effectively with expanding recruitment, training, and utilization of paraprofessionals in education. Chapters in the handbook deal with specifics and provide helpful suggestions for implementing a teacher aide program. Supplementary to the handbook are instructional materials for use in teacher-aide training programs. These materials were used by instructors in a pilot program from which this handbook was developed.

Findley, Dale. Teacher Aides: A Status Report. Terre Haute: Curriculum Research and Development Center and Educational Development Center, Indiana State University, November 1968. 40 pp. Publisher's Price: $0.50. ED 026 295. EDRS Price: MF-$0.25; HC-$2.10.

This report first presents a general account of current thinking on teacher aides. The second section reports on the data from a survey of 63 school corporations in western Indiana and eastern Illinois which were questioned about functions of aides, financing programs, characteristics and qualifications of employed aides, and the need for the development of training programs. Tables and an annotated bibliography are included.

Glovinsky, Arnold, and Joseph P. Johns. "Paraprofessionals: 26 Ways To Use Them." School Management 13:46, 48-49; January 1969. EJ 001 290.

Grant, Gerald. "Teacher Aides Fill Many Jobs in Schools." The Washington Post. February 20, 1966.

Statistics are presented on the increased use of teacher aides in the past five years. The author gives examples of projects funded under the Elementary and Secondary Education Act showing that more aides than teachers were hired and concludes with suggestions for better utilization of teacher aides.

Greenburg, Barry. Review of Literature Relating to the Use of Nonprofessionals in Education. New York: New Careers Development Center, November 1967. 18 pp.

The author reviews the literature and cites several authors on the topic of nonprofessionals in education, provides an historical background in the field, deals with the rationale and problems of using aides, and discusses educational requirements and training as reflected in the literature.

Harding, A.C. "How Teacher Aides Feel About Their Jobs." National Education Association Journal 56:17-19; November 1967.

Types of persons engaged as teacher aides and the variety of duties performed are described. The author discusses tasks that Mrs. A. does and how she feels about her position, describes Mrs. B. as being dissatisfied with her role while Mrs. A. is satisfied with her role, describes Mrs. C. as a center city mother.

Herman, Wayne L. "Teacher Aides: How They Can Be of Real Help." Grade Teacher 84:102-03; February 1967.

Herman presents lists of suggested tasks, already tried in schools, which ease a teacher's load without conflicting with classroom instruction. He divides the list into two parts: 1. routine jobs requiring no instructional skills, and 2. more advanced duties involving some instructional responsibility.

Hornburger, Jane. So You Have An Aide: A Guide for Teachers in the Use of Classroom Aides. Wilmington, Del.: the Public Schools, 1967. 38 pp.

This Guide investigates the expanding role of teacher aides as reflected in the literature; defines teacher aides in terms of functions; deals with the relationship of teachers and aides on questions of rapport, orientation, and career development planning; provides answers to some questions about certification; and suggests readings in the field.

"Issues and Answers." North Carolina Education 33:33; September 1966.

The question of appropriate duties for teacher aides are raised by two North Carolina professional education organizations. The organizations acknowledge that teachers' responsibility in directing the learning experience should not be delegated to aides and suggest that the non-professional could be involved in supervising nonlearning situations, i.e., bus duty, money collections.

Jeffery, Frank. Educational Aides. Columbus: Ohio Education Association, Educational Research Council, 1969. 11 pp.

This publication provides summary data on the experiences of on-going auxiliary programs in Ohio. The authors made on-site visits to 14 school districts selected on a random basis and observed auxiliary personnel in the following situations: high school; middle school; remedial reading labs; migrant worker programs; elementary, kindergarten and Head Start programs; library and slow learner classes. The observations are presented as a summary of what was found to exist in the school districts.

Keefe, John E. "Paraprofessionals: Get Them When You Need Them." School Management 13:47,50; January 1969. EJ 001 291.

Klopf, Gordon J., and others. A Learning Team: Teacher and Auxiliary. New York: Bank Street College of Education, April 1969. 163 pp. (Available from Michael Neben, Bureau of Educational Personnel Development, U.S.O.E., Washington, D.C.) ED 031 438. EDRS Price: MF-$0.75; HC-$8.25.

Focusing upon the inservice team training of school personnel for effective cooperation when auxiliaries are introduced as members of the educational team, this training guide presents institutional setting, concepts of adult learning, training processes, descriptions of two experiential approaches to training, and evaluation procedures. A glossary of terms, bibliography for trainers, reports of programs, and a design for a state work conference on auxiliary personnel are included.

Milwaukee Public Schools. General Guideposts for Teachers and Teacher Aides. Milwaukee: Orientation Center Program for Immigrant and Transient Children, Division of Curriculum and Instruction, Milwaukee Public Schools, April 1966.

General guidelines given to teachers and volunteer classroom aides in Milwaukee Public Schools are presented with a stress on role development as a tutor (individual or small groups) to individualize the learning process and to encourage higher motivation in students.

Minneapolis Special School District No. 1. Teacher Aide Program: A Research Report. Minneapolis: the District, 1967. 22 pp. ED 024 643. EDRS Price: MF-$0.25; HC-$1.20.

This document presents an evaluation of the 1966-67 school year programs utilizing teacher aides; offers a general descriptive overview of the program and statistical information on distribution and utilization of aides; describes aides' participation in the program; provides a breakdown of a questionnaire indicating aides' aspiration levels; analyzes aides' duties in the schools; and reports in detail on an experiment to determine if teacher aides can be used effectively to help develop reading readiness in kindergarten children.

---. Teacher Aide Program: A Research Report of the Minneapolis Public Schools. Minneapolis: the District, 1966. 22 pp. ED 024 643. EDRS Price: MF-$0.25; HC-$1.20.

The objectives of the 1967 Minneapolis Teacher Aide Program are to give teachers more time to teach, to assist teachers in routine duties, to form a school-neighborhood liaison, and to give children an opportunity to relate to other adults. The program gives an evaluation by participating and nonparticipating teachers, criteria for assignments of aides, specific job functions performed by aides, and recommends maintaining flexibility, securing male aides, and securing salary advancements.

Minnesota State Department of Education. "Using Teacher Aides." Minnesota Journal of Education 46:29; November 1965.

Guidelines are given for optimum utilization of aides as prepared by the Minnesota State Department of Education. The department suggests the necessity of determining the nature of teacher aide duties in setting up a program and that housekeeping and clerical duties are appropriate. It states that aides may not assist in teaching tasks because of noncertification.

"More Schools Recruit Nonprofessionals To Ease the Load on Teachers." Virginia Journal of Education 56:10,38; April 1963.

This is a brief report about aides that grade themes, type reports, take attendance, work as locker room supervisors and hall patrolmen. It includes an objection to the use of aides by some teachers who believe that aides lead to a breakdown in the traditional relationship between pupil and teacher.

Morgan, Vinona L., and Patricia H. Greene. Child Care and Guidance: A Suggested Post-High School Curriculum. Washington, D.C.: U.S. Government Printing Office, 1967. 59pp. Publisher's Price: $0.40 (order number FS 5.287:87021). ED 016 169. EDRS Price: Not available from EDRS.

The authors offer help to persons developing training programs for teacher assistants in child care and guidance; describe a two-year course of study; discuss 11 program objectives; outline administrative problems, goals for students, and teaching methods to achieve these goals; list books, articles, pamphlets, films, and periodicals useful for training programs; include in the appendixes a course outline, a questionnaire from former students, suggested inexpensive equipment, a program cost breakdown, and a glossary of terms.

National Education Association, National Commission on Teacher Education and Professional Standards. Auxiliary School Personnel: A Statement by the National Commission on Teacher Education and Professional Standards. Washington, D.C., the Commission, 1967. 19 pp. Publisher's Price: $0.50 (stock number 381-11794). ED 012 700. EDRS Price: Not available from EDRS.

This statement contains suggestions on the practical aspects of the utilization of auxiliaries -- selection, recruitment, qualifications, duties, costs, and evaluation; gives some professional attitudes toward auxiliaries; contains certain cautions and possible benefits from their use; and states the NCTEPS position on the utilization of auxiliaries.

---, and New Careers Development Center. Descriptions of Paraprofessional Programs in Education. Washington, D.C.: the Commission and the Center, 1969. 38 pp. ED 027 259. EDRS Price: MF-$0.25; HC-$2.00.

This document provides descriptions of seven programs which illustrate involvement of a cross-section of educational institutions conducting paraprofessional programs including junior colleges, universities, public schools, and privately run community schools. The descriptions include paraprofessional work activities, career advancement systems, inservice training designs, and college curriculum for paraprofessionals. Several of the project reports describe funding solicitation and negotiations, and major issues contributing to the success of the programs.

National Education Association, Research Division. Use of Teacher Aides, 1968-69. NEA Research Memo 1969-11. Washington, D.C.: the Association, May 1969. 15 pp. Publisher's Price: $0.45 (stock number 431-22830).

This research bulletin reports on the use of teacher aides in school systems with enrollments of 6,000 or more pupils. The data are confined to all nonprofessionals who relieve regular teachers of non-teaching duties. The report lists school districts by states, number of aides by school level, number of paid and volunteer aides and source of compensation. Data presented in this memorandum were included in 1968-69 salary schedule documents received by the NEA Research Division for use in its annual salary schedule studies.

Nerenberg, Beverly, and others. Directory of Institutions of Higher Learning Offering Training Programs for Auxiliary Personnel in Education. New York: Bank Street College of Education, January 1969. 105 pp. ED 031 439. EDRS Price: MF-$0.50; HC-$5.70.

The directory provides information (from 45 states, Canada, Canal Zone, and Puerto Rico) about existing and projected programs in 203 two-year colleges and in 139 senior colleges and universities. Entrance requirements, tuition, and brief program descriptions are provided.

Newman, Richard S. Aides for Teachers: A Report Prepared for the Research and Development Council. Larkspur, Calif.: Tamalpais Union High School District, September 1965. 79 pp. ED 015 149. EDRS Price: MF-$0.50; HC-$4.05.

Through personal interviews and a systematic examination of available literature, the author presents the results of an investigation of teacher aide programs in the San Francisco Bay area. The report includes information on aide utilization, and strengths, criticisms, and recommendations for the program. A 36-item bibliography is also included.

New York State Department of Education. Guidelines for Career Development of Auxiliary Personnel in Education. Albany, N.Y.: the Department, Division of Teacher Education and Certification, 1968. 50 pp. ED 029 829. EDRS Price: MF-$0.25; HC-$2.70.

These guidelines are designed to provide recommendations and assistance to school districts developing programs for auxiliary personnel and provide a basis for assessment in districts already employing auxiliary school personnel.

Noar, Gertrude. Teacher Aides at Work. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967. 32 pp. Publisher's Price: $0.75 (stock number 381-11798). ED 012 264. EDRS Price: Not available from EDRS.

Using materials and information gathered from on-site visits to school systems across the country, the author presents positive and negative aspects for the use of teacher aides as issues for discussion including basic rationale, recruitment, selection, qualifications, duties, and the future use of auxiliary school personnel. She also discusses current teacher attitudes toward teacher aides.

North, Mary. "Dear Miss North." Pennsylvania School Journal 114:317; March 1966.

The author presents a letter to a teacher raising the question of what to do with a teacher aide; shares thoughts about the problem of the use of a teacher aide; suggests that aides need acceptance, and that it is the teacher's role to help the aide feel at ease; claims that a definition of duties is necessary, and that cooperative planning between teacher and aide can be very helpful to both.

Perkins, Bryce, and Harvey A. Becker. Getting Better Results from Substitutes, Teacher Aides and Volunteers. Successful School Management Series. Englewood Cliffs, N.J.: Prentice Hall, 1966.

A "how-to" approach to effective staff utilization in public schools is provided. Included are useful material and information for educators planning to initiate a differentiated staffing pattern.

"Plans from Wilmington, Delaware, for Using Teacher Aides." Instructor 78:60-62; February 1969. EJ 001 245.

Region II Curriculum Improvement Center. New Careers in Education Handbook. Shepherdstown, W.Va.: the Center, Shepherd College, 1969. 123 pp. ED 032 239. MF-$0.50; HC-$6.25.

A four-week institute was held at Shepherd College to provide an indepth study of new educational roles and relationships and to acquaint teachers and teacher aides with new principles and procedures for improving learning conditions. Teacher aides, teachers, and principals participated in the institute which was geared to each group's needs in its particular role. The handbook developed for use by the participants contains curricular materials developed for the institute, career development information, and a career ladder model.

Riessman, Frank. It's Time for a Moon Shot in Education. New York: New York University, New Careers Development Center, October 1965. ED 013 777. EDRS Price: MF-$0.25; HC-$0.90.

Riessman defines techniques that aides can employ thereby relieving the high school student-teacher ratio; suggests techniques such as the dialect game, the helper principle, and role-playing.

---. "Strategies and Suggestions for Training Nonprofessionals." Community Health Journal 3:103-10; Summer 1967.

The author presents problems related to introduction and training of nonprofessionals in various structures; proposes new approaches to on-the-job training and coordination of training and supervision; discusses problems related to role ambiguity; and offers recommendations relating to the group interview in the selection of aides, the formation of nonprofessional groups, and the development of career lines.

Rioux, William. "At the Teacher's Right Hand." American Education 2:5-6; December 1965-January 1966.

It is suggested that aides be utilized to facilitate restructuring of school staff responsibilities to relieve teachers of many routine tasks, thus providing them with more time to teach. Specific recommendations are made regarding the role and function and the training and preparation of aides. Teacher aide relationships and utilization of aides in large school systems are discussed.

---. "Here Are 14 Ways To Use Nonteachers in Your School District." Nation's Schools 76:42; December 1965.

Fourteen positions which can be filled by nonteaching personnel are listed.

---. Staffing for Better Schools. Washington, D.C.: U.S. Government Printing Office, 1967. 44 pp. (U.S. Office of Education) Publication No. FS 5.233:23049. Publisher's Price: $0.30.

The author discusses functions, training, and utilization of child care workers, home visit aides, lay readers, and other paraprofessionals.

Rittenhouse, Carl H. An Interpretive Study of the Use of Paraprofessional Aides in Education. Menlo Park, Calif.: Stanford Research Institute, 1969. 96 pp. ED 032 294. EDRS Price: MF-$0.50; HC-$4.65.

The purpose of this study was to examine research and develop findings in the area and to interpret, summarize, and comment critically on the work in order to provide information that will be useful to any school district wishing to initiate a teacher aide program or to alter an existing one. Areas of study include: roles and functions of teacher aides; career development; recruitment, selection, placement, and reassignment; training programs; evaluation and job performance; and information on funding and administration of aide programs.

Rockwell, R.E., and M.L. Bittner. "Rating Teachers and Aides." Young Children 22:381-84; September 1967.

This article describes the observation rating scale form designed for the evaluation of the performance of nonprofessionals and teachers, lists observational variables, and discusses the rating score.

Schauland, Mabel. "Workshop Trains Teacher Aides." Minnesota Journal of Education 47:23; February 1967.

A one-week workshop for teacher aides from 13 Minnesota towns is discussed. The article includes activities at all grade levels; emphasizes the increasing effectiveness of teachers in the classroom; and evaluates the program as being successful for both aides and the staff personnel.

Scientific Resources. SRI Educational Effectiveness Laboratory. Union, N.J.: Scientific Resources Inc., 1968.

This is a one-week training package for the development of necessary leadership skills to create an effective administrative team.

---. SRI Teacher Aide Training Systems Kit. New York: The Macmillan Co., 1967.

This kit, a detailed program for the training of teacher aides, contains an administrator's manual (with scheduling and planning techniques), a trainer's manual (training curriculum outline), a Teacher Aide Programmed Instruction Skill Series (with sections on supervisory and machine skills), a Teacher Aide Audio-Instructional Narrative Casebook, the world of the new teacher aide, and a teacher aide discussion paper series intended to deal with problems pertinent to both teacher and aide such as: learning about learning, how children learn, how the schools are changing, how to bridge the gap between the school and the community. It also suggests day-by-day guidelines and plans for the training process of the aide in a team situation.

South Carolina Regional Curriculum Project. The Teacher Aide in South Carolina: Preliminary Report of Status Study. South Carolina, July 1967. 22 pp. ED 014 455. EDRS Price: MF-$0.25; HC-$1.20.

The purpose of this preliminary report is to present tabulations of responses received from an instrument mailed to 258 teacher aides to determine the present status of teacher aides related to education, experience, selection, training, and duties. This survey gives a basic picture of the status of the teacher aide in South Carolina.

Southwestern Cooperative Educational Laboratory. Proceedings of the Conference on the Use and Role of Teacher Aides, February, 10-11, 1969. Albuquerque: the Laboratory, June 1969. 130 pp. ED 031 436. EDRS Price: MF-$0.75; HC-$6.85.

This report, which grew out of a conference aimed toward acquainting educators with the correct utilization of auxiliary school personnel, contains conference speeches and descriptions of on-going teacher aide programs.

Stevens, Jody. "Need for Teacher Aides." Texas Outlook 51:54-55; May 1967.

This article describes a publication developed for the training program at the Supplementary Education Center in Pearland, Texas, "A Study Guide for Classroom Teacher Aides." The article lists in partial form the functions and responsibilities grouped as follows: classroom climate for learning, instructional-related responsibilities, administrative and clerical tasks, and pupil supervision.

TAP: The Teacher Aide Program. Washington, D.C.: Model Schools Division of the Public Schools of the District of Columbia and the Washington School of Psychiatry, March 1967. 118 pp.

The program reports the role sensitivity approach to training aides in model schools of Washington, D.C., conducted by the Washington School of Psychiatry; explores the goal to develop effective methods of training teacher aides to work in elementary schools attended by children from low income families; discusses the advantages to the children and teacher when another person is in the classroom who can relate directly to the children; explains recruitment, selection, the training content and remedial help for aides; discusses enthusiasm of aides about the training program and gained insight into the dynamics of interpersonal relations; and concludes that the carefully selected and then trained aide can enhance the children's self-image and school attitude and can reduce the teacher's workload enabling her to spend more time teaching.

The Paraprofessional Study. The Practice and the Promise. Detroit: Wayne County Intermediate School District, September 1968. 49 pp.

A study of the contributions of paraprofessionals and their recruitment, selection, training, and functions identifies the following needs: 1. to alleviate teacher shortages; 2. to improve career opportunities; 3. to institutionalize training programs for nonprofessionals as well as the professionals with whom they work; and 4. to strengthen school-community relations.

Utah State Board of Education. Aides for Utah Schools: Guidelines for the Selection, Preparation and Utilization of Auxiliary Personnel. Salt Lake City: the Board, September 1968. 10 pp.

These guidelines give the basic objective for the employment of teacher aides in Utah, define the roles of professional and auxiliary personnel, and provide information on classification duties, qualifications, selection, training, evaluation, and legal status of aides in Utah public schools.

Wickens, Elaine. Discussion Guide for Film Strip, "I am a Teacher Aide." New York: Bank Street College of Education, January 1969. 12 pp. ED 031 441. EDRS Price: Not available from EDRS.

Part of a kit to train teachers and auxiliaries, this film strip guide is a tool to enhance team interaction through analysis of a case study. Themes of team interaction, learnings by team members, and possible uses of the film strip are outlined. Suggested questions for auxiliaries and teachers in group discussion are included.

B. TRAINING AIDES FOR SPECIALIZED ROLES

1. PRESCHOOL

Garland Junior College. Assistant Teachers and Teachers' Aides, Training and Roles of Auxiliary Personnel for Early Childhood Education Programs. Boston: the College, 1966. 12 pp. ED 013 605. EDRS Price: MF-$0.25; HC-$0.60.

This document offers recruitment and selection criteria, qualifications, training, and descriptions of duties and responsibilities for the preschool and kindergarten trained assistant and trained aide.

Gilkeson, Elizabeth C. "Kindergarten Close-up; How To Help an Assistant Help You." Grade Teacher 83:48-49; March 1966.

The author illustrates and describes situations in a kindergarten class as an aide begins her first assignment; includes a dialogue between teacher and assistant; and indicates the sharing of difficulties, learning, and planning.

Naylor, Naomi. Curriculum Development Program for Preschool Teacher Aides. Final Report. Edwardsville, Ill.: Southern Illinois University Center for the Study of Crime, Delinquency, and Correction, 1967. 121 pp. ED 013 122. EDRS Price: MF-$0.50; HC-$6.15.

In this report, the author discusses a project to train unemployed youth as aides and to develop training materials; discusses training models, selection criteria, and evaluation; describes a 16-week training institute and its findings; and recommends the continued use of paraprofessionals with provision for inservice training and additional educational opportunities.

Nimnicht, Glenn, Oralie McAfee, and John Meier. Inservice Education for Headstart Teachers and Aides. Greeley, Colo.: The New Nursery School, Colorado State College, 1967. 30 pp.

This introductory training unit presents concepts important in working with Head Start children in specific learning episodes which are videotaped and analyzed. Guidelines for classroom control while creating a favorable climate for learning comprise a major section of the paper.

Tope, Thomas, Jr. Duties of Teacher Aides in Preschool Programs. Pearland, Tex.: Gulf Schools Supplementary Education Center, 1967. 7 pp.

This is a brief orientation instrument to be used in conducting preservice teacher aide training programs. Three broad areas of aide functioning serves as the rationale for training: the learning environment, child development and activity-related duties, and clerical work.

2. ELEMENTARY PROGRAMS

Baltimore City Public Schools. "Children's Aides, Elementary: Training Program." Baltimore, Md.: the Schools, 1968. 12 pp.

This is an outline of topics for a children's aide training program. Included is information on the function, duties, qualifications, and compensation of teacher aides.

Brunner, Catherine. "A Lap To Sit On, and Much More!" Childhood Education 43:20-23; September 1966.

The positive values of employing teacher aides who perform more than clerical functions in the classroom are emphasized. A selection procedure and duties are suggested, and the author points up the need for an inservice training program for aides.

Franklin Township Public Schools. Teacher Aide Program for First Grade Classes. Somerset, N.J.: Division of Instructional Services, Franklin Township Public Schools, 1968. 28 pp. ED 028 141. EDRS Price: MF-$0.25; HC-$1.50.

This outline indicates areas of emphasis and sequence for developing a teacher aide training program. The document includes information on recruitment and orientation, program scheduling and curriculum, guidelines for teacher aides, and responsibilities and functions of teachers and administrators working with aides.

Grayson, Jan. "Teacher Aide: Mother." The Elementary School Journal 62: 134-38, December 1961.

An account of methods of working and communicating with a first grade parent aide is given.

Hartley, James R. New Careers for Nonprofessionals in Education. Riverside, Calif.: University of California and Val Verde Elementary School, August 1965. 314 pp. ED 013 237. EDRS Price: MF-$1.25; HC-$15.80.

This is a final report of a research and development project held at Val Verde Elementary School in an effort to develop a model for teaching and administration in elementary schools, particularly those schools having large numbers of disadvantaged students.

Humphreys, Robert J., and Craig C. Jackson. "Teacher Aides." West Virginia School Journal 94:14-16; September 1966.

This article describes the introduction of aides into West Virginia elementary school classrooms. It suggests the need for a good introduction of the plan by principals, the training of aides, the preparation of professional staff for working with aides, careful selection of aides; and evaluates the aides as a tremendous value because of their connections with the community.

National Education Association, Department of Elementary School Principals. "Auxiliary Personnel in the Elementary School." The National Elementary Principal 46:1-100, May 1967. Publisher's Price: $1.00. ED 031 442. EDRS Price: MF-$0.50; HC-Not available.

The issue supports the concept of utilization of auxiliary personnel in the elementary school with 13 articles focusing on the concept of auxiliary personnel; also discusses who auxiliary personnel are, selection criteria of auxiliary personnel and their training needs; and suggests work to be done to prevent the use of aides as a gimmick.

Woolley, Priscilla. Proposal for a Curriculum in Early Childhood Development. Baltimore: Essex Community College, March 1968. 22 pp.

This proposed program will train assistants to teachers, psychologists, and other professionals in agencies and organizations concerned with small children, both normal and exceptional. A proposed curriculum is included.

3. HOME VISITS

Gordon, Ira J. Follow Through: The Florida Parent Education Model. Gainesville: University of Florida, College of Education Institute for Development of Human Resources, 1968. 8 pp. ED 028 139. EDRS Price: MF-$0.25; HC-$0.50.

This program trains the mother in the combined role of parent educator and teacher aide and trains the teacher in the use of an aide. Home visits by the parent educator under the supervision of the teacher train mothers in furthering the education at home of their children; a basic element in the model is the upgrading of the aide to carry on the necessary tasks of classroom observation, curriculum planning, and home visits.

---. Institute for Training Follow Through Personnel in Parent Participation and Education. Gainesville: University of Florida, 1968. 12 pp. ED 028 140. EDRS Price: MF-$0.25; HC-$0.70.

The aims of the institute--for teachers aides, and parent educators to learn to work together, to have a common language, to have a common understanding, and to establish communication patterns--are accomplished through a blend of curriculum development, classroom observation procedures, and parent education in one program. The complete schedule for the two-week institute is included.

"Teacher Stretchers: Home Visiting Aides." American Education 2:27-28; July-August 1967.

Notes and recommendations are made on the use of teacher aides for home visiting in order to follow up on the needs of children. A description of how learning and sharing occur between teacher and aide is included.

4. AIDES FOR DISADVANTAGED

City University of New York. "Experimental Pilot Program in Teacher Education. A Proposal." New York: the University City College, December 1968. 15 pp.

This program is designed primarily for students who plan to become teachers in schools with large numbers of disadvantaged children and youth. The freshmen students will be admitted directly to the school of education. Formal education courses will be replaced by supervised field experiences in which students will act in the schools as tutors, teacher aides, teaching assistants, and student teachers while studying for a bachelor of science in education degree. The proposal contains background information and program objectives; outlines course requirements offered by the college of liberal arts and science and the school of education; discusses selection procedures; and includes information on administration and staff organizations.

Hayes, Charles H. "Team Teaching in Culturally Deprived Areas." The National Elementary Principal 44:60-65; January 1965.

This article reports on the Pittsburgh Team Teaching Program utilizing team mothers and describes the duties and the inservice training program for the mothers.

Shalen, Marcia. School Volunteer Program. New York: Board of Education, City of New York, 1966. 20 pp. ED 010 743. EDRS Price: MF-$0.25; HC-$1.10.

This program has a two-fold emphasis: to provide tutorial help to individual students in reading and in English as a second language, and to share the volunteers' backgrounds and talents with pupils from culturally deprived areas or children who are handicapped in school achievement because of foreign language backgrounds. This study reports on the structure and services offered by the 10-year-old program.

Steere, Caryl, and others. Indian Teacher Aide Handbook. Tempe, Ariz.: Arizona State University, 1965. 161 pp.

A syllabus for training teacher aides for preschool programs on Indian reservations is offered. Discussed in the handbook are rationale, methods for understanding young children in terms of guidance and learning patterns, program planning, and directions on use of audiovisual material.

University of Texas. EPDA Institute for Bilingual Elementary Teachers and Teacher Aides. Austin: the University, Foreign Language Education Center, 1969. 22 pp. ED 031 464. EDRS Price: MF-$1.50; HC-$18.85.

The purposes of the proposed 1969 summer program to train elementary school teachers (K-3) who are native speakers of Spanish to teach bilingual children and bilingual teacher aides are to improve their own language skills and teaching skills, and to increase their knowledge of language, culture, bilingualisms, and the problems of the bilingual learner. Appended are two workbooks produced jointly by the teachers and teacher aides participating in the workshop. A bibliography of bilingual materials (in English and Spanish) is also included in this report.

Washington School of Psychiatry. TAP, The Teacher Aide Program, A Role Sensitivity Approach To Training Aides for Classroom Work with Children in Elementary Schools. Washington, D.C.: Washington School of Psychiatry, 1967. 118 pp. ED 030 597. EDRS Price: MF-$0.50; HC-$5.70

This book reports the role sensitivity approach to training aides in model schools of Washington, D.C.,by the Washington School of Psychiatry. It explores the goal to develop effective methods of training teacher aides to work in elementary schools attended by children from low income families.

5. ADULT EDUCATION

Edwards, William L., and Edward D. Coyen. Aides for Adult Education: A Training Program Funded by the Ohio Board of Regents Under Title I of the Higher Education Act. Final Report. Cleveland, Ohio: Western Reserve University, 1967. 18 pp. ED 014 664. EDRS Price: MF-$0.25; HC-$1.00.

This report describes a workshop, held by Cleveland College and the public school system, to develop better classroom communication and more intensive learning situations for disadvantaged adult students; describes the participation population, selection of aide population and teacher population; presents the scope of training; and states that in classes with aides more individual help was given to the pupil, and that teachers felt they could handle larger classes with the help of aides.

Passett, B.A., and G.M. Parker. "A Report on a Demonstration Project: The Poor Bring Adult Education to the Ghetto." Adult Leadership 16:326-28; March 1968.

A training project enables 24 poor people to provide educational experiences to 700 adults in six urban ghettos in New Jersey. The authors discuss training methods of bringing adult education to residents of low income areas and of testing capabilities of three training resources. They also discuss trainees.

6. SPECIAL CURRICULUM AND MEDIA AIDES

Blessing, K.R. "Use of Teacher Aides in Special Education: A Review and Possible Application." Exceptional Children 34:107-13; October 1967.

This article reviews the use of teacher aides in special education classrooms, discusses the current role of aides and their current functions, projects the possible use of aides in assisting with instructional tasks, and includes discussion of current research.

Devita, J.C. "A Day in the Life of a Teacher Aide." AV Instructor 13: 502; May 1968.

A realistic view is given of the audiovisual aide's duties and functions and participation as a member of a team. A training program is available from author at Benjamin Franklin Middle School, 165 Flax Road, S. Norwalk, Conn. 06854.

Gilitnan, Betty. "Organization of a Lay Reader Program." Journal of Secondary Education 39:230-32; May 1964.

A program at Andrew Hill High School in San Jose, Calif., is geared to increasing quantity and quality of written material prepared by students in English classes. The author states that lay readers and teachers met to agree on common standards for grading and time schedules. A mimeographed guide to the program with instructions for teachers and lay readers is included along with a report of common grade symbols adopted.

Linger, Bernard L. Institute in Music for Southeastern Kentucky Area Elementary Public School Teacher Aides. Final Report. Barbourville, Ky.: Union College, July 1967. ED 015 363. EDRS Price: MF-$0.25; HC-$0.50.

A report of a two-week institute in music for 19 teacher aides is given. It includes the use of phonograph records, group singing, classroom instruments, rhythmic dance and the relationship of music to acoustics, sociology, art and geography. It also offers suggestions for aides and trainers.

Loudermilk, H.M. "Nonprofessional Aides in Science." Science Teacher 36: 56-60; January 1969. EJ 001 313.

Milwaukee Public Schools. Program To Increase the Effectiveness of Teaching-Learning Environment in Home Economics by Employing Classroom Aides. Milwaukee: the Schools, Division of Curriculum and Instruction, 1966. 45 pp.

This is a description of specific objectives of a project to employ classroom aides in home economics classrooms in secondary schools which have large concentrations of culturally disadvantaged pupils. The report includes a study of the population served, a description of the project in operation, a discussion and evaluation of data collection procedures, and a review of the results of analysis of data.

Stone, Katherine S. "Aid to Learning." English Journal 58:124-25; January 1969. EJ 001 080.

University of Bridgeport. Institute for the Pre-service Training of Media Aides. Bridgeport, Conn.: the University, August 11, 1969. 47 pp. ED 032 243. EDRS Price: MF-$0.25; HC-$2.00.

The proposed program will provide preservice training for media aides. The participants, many of whom are members of minority and culturally disadvantaged groups, will be taught the role and function of a media aide which includes scheduling, distribution, preparation, production of materials, and operation of equipment. The proposal outlines the need and objectives for the program and describes the program's organization and training methodology.

7. VOLUNTEERS

Administrative Leadership Service. School Volunteers. Arlington, Va.: Administrative Leadership Service, a division of Educational Services Bureau, Inc., 1966. 64 pp. Publisher's Price: $2.95. ED 024 619. EDRS Price: Not available from EDRS.

Roles and responsibilities of volunteer aides, examples of services performed by volunteers in school districts throughout the country, and recruitment and retention of volunteers are discussed.

Burkhardt, Ann Strayer. "The Trained Volunteer and the Elementary Library." The American School Board Journal 150:15-16: March 1965.

The author reports on the use of volunteer library committee chairmen in Darien, Conn., elementary schools who supervise a volunteer staff performing clerical and desk roles. She states that the chairmen were trained in standard library procedures in eight sessions.

Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher. New York: Teachers College Press, Columbia University, 1965. 51 pp.

This Guidebook describes specific problems of the disadvantaged reader; clarifies goals of volunteers; suggests ways to solve and understand some of the problems of this reader; presents a possible procedure for the first meeting of student and volunteer; suggests activities, methods and materials, ways of helping children read with understanding, and appropriate books for remedial teaching; and includes evaluation procedures.

C. TRAINING SPECIFIC PERSONS AS AIDES

1. TRAINING THE DISADVANTAGED AS TEACHER AIDES

Atteberg, R.K., and B. Gibson. "Training Teacher Aides at Hanford." California Education 3:11; June 1966.

This article discusses an adult education course to train women from poverty backgrounds to work as teacher aides and presents course content and activities and skills needed to help teacher and pupil.

Battle, Mark. "The Pitfalls." American Child 49:17-19; Winter 1967.

Some pitfalls that the New Careers movement faces are discussed, such as jobs being dead-ended; only certain types of jobs being open to the poor; many jobs being merely "made work," not meaningful or necessary work; and jobs being set at a low salary scale. This article stresses the need for training supervisors for the new tasks that should be developed.

Carr, Constance, and others. A New Careers Guide for Trainers of Education Auxiliaries. New York: New York University, December 1968. 190 pp. ED 031 440. EDRS Price: MF-$0.75; HC-Not available.

Curriculum topics and New Career training techniques are presented for trainers who must develop and implement training programs in the field of education. Included are several model workshops to guide trainers in planning sessions.

---. Guide for Trainers of Education Auxiliaries. New York: New York University, New Careers Development Center. n.d.

Curriculum topics and New Careers training techniques are presented for trainers who must develop and implement training programs in the field of education. Included are several model workshops to guide trainers in planning sessions.

Denham, William H., Myrna Levine, and Eunice O. Shatz. "Teacher Aides." New Careers for the Disadvantaged in Human Service: Report of a Social Experiment. Washington, D.C.: Institute for Youth Studies, Howard University, 1969. pp. 99-158. ED 033 055. EDRS Price: MF-$1.00; HC-$12.50.

This report describes an experimental New Careers program conducted by the Howard University Institute for Youth Studies during the period 1965 to 1967. The program was designed to train multiproblem youth from the urban ghetto of Washington, D.C., for new careers in human services. The report has three

parts: 1. a narrative of what actually happened, including the design, the activities and major issues encountered; 2. an evaluation and follow-up of the trainees from the end of training through the period of employment; and 3. a detailed description of the training programs undertaken in several different areas of human service: education, social service, mental health and counseling.

Fine, Sidney. Guidelines for the Design of New Careers. Kalamazoo, Mich.: W. E. Upjohn Institute for Employment Research, September 1967. 23 pp. Publisher's Price: $0.25.

Technical and strategic guidelines are offered for the design of new careers. The author creates titles to reflect career commitment; discusses levels of tasks, training, supervision, salary increments; and suggests directing new career opportunities to the poor.

Fishman, Jacob R., and Avis Y. Pointer. New Careers: Entry-Level Training for the Human Service Aide. Washington, D.C.: University Research Corporation, March 1968. 28 pp. ED 025 469. EDRS Price: MF-$0.25; HC-$.50.

The authors explain the "New Careers" concept and the need for training; indicate a training design to meet staff needs, job development, and remedial training; and detail basic procedures involved in entry-level training.

---, and others. Position Descriptions for New Careers: A Sourcebook for Trainers. Washington, D.C.: New Careers Development Program, University Research Corporation, 1968. 184 pp.

Fishman presents a collection of position descriptions intended to assist in the job development phase of the New Careers program. The article includes descriptions of a variety of entry-level positions in human services and some second and third level positions; suggests an outline for a career line; discusses restructuring existing positions; includes the title of the position, the general description, position controls, duties and responsibilities, and qualifications; and includes positions in community agencies, institutions, public school education, law enforcement, social services, correction and rehabilitation, housing, and employment services.

---. Training for New Careers. Washington, D.C.: Government Printing Office, June 1965. 111 pp. Publisher's Price: $0.60 (1966 0-217-886). ED 025 472. EDRS Price: MF-$0.50; HC-$5.65.

This is a report of a project to set up long-range demonstration programs for the selection, orientation, and utilization of disadvantaged youth as human service aides in community programs. The program provides an opportunity for an assessment of New Careers as a preventive mental health intervention for culturally and economically deprived youth.

Fishman, Jacob R., and Shirley Terris. New Careers: Procedural Guide for Program Development. Sourcebook for Trainers. Washington, D.C.: University Research Corporation, April 1968. ED 022 925. EDRS Price: MF-$0.25; HC-$2.20.

The authors present a sourcebook for program developers; include an outline of steps for proposals and program development model, sample proposal for funds, and a bibliography.

Gartner, Alan. Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data. New York: New Careers Development Center, 1969. 45 pp. ED 031 437. EDRS Price: MF-$0.25; HC-Not available.

Data is presented on the impact of New Careers programs in the fields of health, mental health, education, social services, law, research, and senior citizens programs. The survey also notes the influence of New Careers programs in legislation, manpower programs, civil service, credentialling, college programs, career advancement, new service roles, new roles for workers' groups, cost benefit analysis, and community participation.

---, and Frank Riessman. Paraprofessionals, Their Organization, and the Unions. New York: New Careers Development Center, September 1968. 9 pp. ED 028 108. EDRS Price: MF-$0.25; HC-$0.55.

The authors ouline the need for paraprofessionals to organize, in unions and/or new careerists associations, i.e., National Association of New Careerists, in order that their demands for more significant employment opportunties (salaries, fringe benefits, training, status issues) can be fulfilled. The authors mentions some organizations that have already been established.

---, and Jane Schroeder, editors. New Careers Newsletter 2:1-5; Fall 1968. ED 028 961. EDRS Price: MF-$0.25; HC-$0.40.

Presented in this newsletter are current issues dealing with the New Careers concept including activities, organization, progress, and descriptions of various New Careers programs.

Goldberg, Gertrude S. Job and Career Development for the Poor: The Human Services. New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, 1966. 38 pp. ED 013 234. EDRS Price: MF-$0.25; HC-$2.00.

In this paper the author is concerned with developing New Careers programs for the disadvantaged as nonprofessional aides to perform the less technical and specialized tasks in human services organizations.

---, and others. New Careers: The Social Service Aide, A Sourcebook for Trainers. Washington, D.C.: University Research Corporation, Information Clearinghouse on New Careers, October 1968. 54 pp. ED 025 466. EDRS Price: MF-$0.25; HC-$2.80.

This manual is designed for trainers of social service aides to work in the fields of health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing and employment. Included in this guide are an explanation of the New Careers training model, a glossary of New Careers terms, and an explanation of the trainer's responsibilities.

Kent, James A. "Education in the New Careers Program." New Careers Perspectives. Reprint Series No. 8. Washington, D.C.: New Careers Information Clearinghouse, May 1969. 12 pp.

This model features an educational task force composed of neighborhood, New Careers Center, and agencies to organize New Careers programs for the disadvantaged. The paper provides the basic rationale for New Careers, and includes a bibliography from the Information Clearinghouse of the National Institute for New Careers.

Lanza, Leonard G. "Paraprofessional School Aides Bridge A Social Gap." School Management 3:47-52; January 1969. EJ 001 292.

Lynton, Edith. "The Nonprofessional Scene." American Child 28:9-13; Winter 1967.

Several problems are discussed: redesigning jobs for career opportunities, aide positions confined to entry-level jobs, how to attract males as aides, and poor pay and no advancement in the field. A pattern for nonprofessional school and neighborhood programs of three levels are suggested.

MacLennan, Beryce. "New Careers as Human Aides." Children 13:190-94; September-October 1966.

An experimental program was undertaken by Howard University, Center for Youth and Community Services, where 10 socially disadvantaged youth were trained as service aides for the schools; discusses findings that while education and training were important, the immediate job and career lines were crucial to success; describes Howard University model; job development, training of technicians, and value for youth; notes that training models are a link between vocational and formal education.

Martin, Maunell. "An Aide in Action." Arizona Teacher 54:25; March 1966.

The performance of library aides at Window Rock School on a Navajo reservation is described. The author discusses their service as models for other Navajo Indians, thereby encouraging them to complete their education.

New Careers Development Center. A Design for Large Scale Training of of Subprofessionals. New York: the Center, Training Laboratory, May 1967. 9pp. ED 025 465. EDRS Price: MF-$0.25; HC-$0.55.

This model will provide core-skill training to enable large numbers of nonprofessionals to assume entry-level civil service positions in human service areas. The design involves three phases--preservice, on-the-job, and inservice training.

New Careers Development Program. Leadership Training for New Careers: The Non-Professional Counselor, Supervisor and Trainer. Washington, D.C.: University Research Corporation, May 1967. 112 pp. (Available from Information Clearinghouse New Careers Development Program, 1425 N Street N.W., Washington, D.C. 20005.)

This publication is a description and evaluation of a program designed to train disadvantaged young adults as subprofessional group leaders, counselors, trainees, or supervisors,for work with enrollees in an entry-level human service aide training program. The report provides suggestions for rehabilitation, vocational education, and supervised work experience combining realistic career expectations. Also included is a discussion of the psychological nature of deprived youth and their communities.

Pangiagua, Lita, and Vivian C. Jackson. Role Play in New Careers Training. New York: New York University, New Careers Development Center, 1968. 50 pp.

Role play techniques as an aid to implementation of New Careers training programs in human service agencies are presented.

Pruger, Robert. The Establishment of a "New Careers" Program in a Public School. Walnut Creek, Calif.: Contra Costa Council on Community Services, March 1966. 58 pp. Publishers Price: $1.00. ED 013 235. EDRS Price: MF-$0.50; HC-$3.00.

This is a description of a program to train school-community workers from a low income neighborhood. The description includes negotiation procedures, recruitment and selection, orientation and training, and roles and responsibilities of the trainees.

Riessman, Frank. Training the Nonprofessional. Union, N.J.: Scientific Resources, Inc., March 1967. 19 pp. ED 014 642. EDRS Price: MF-$0.25; HC-$1.05.

This manual provides guidelines for training educationally and socially disadvantaged people for entry positions as human service aides. Suggested approaches and methods of training are spelled out in considerable detail. A New Careers glossary and a bibliography are also included.

---, and Alan Gartner. The Instructional Aide: New Developments. New York, N.Y.: New York University, New Careers Development Center, 1969. 16 pp. ED 029 832. EDRS Price: MF-$0.25; HC-$0.90.

The bulk of material on the use of paraprofessionals has focused on classroom activities. This paper focuses on three areas of paraprofessional activity not usually covered in literature on the subject. The areas are pupil learning, community participation, and career advancement.

Shatz, Eunice, Jacob R. Fishman, and William Klein. New Careers: Generic Issues in the Human Services. Washington, D.C.: University Research Corporation, 1968. 73 pp. ED 025 468. EDRS Price: MF-$0.50; HC-$3.75.

Intended for the use of trainers and supervisors working with entry-level trainees, this manual is designed to be readily revised and/or amplified to meet local needs and conditions. An accompanying manual is also available for trainees.

Steinberg, Sheldon S., and Jacob R. Fishman. New Careers: The Teacher Aide, A Manual for Trainers. Washington, D.C.: University Research Corporation, October 1968. 43 pp. ED 025 470. EDRS Price: MF-$0.25; HC-$2.25.

This manual is designed to provide trainers with information and guidelines for training lay persons to function as teacher aides in a school setting. The manual is divided into four major sections: introduction, typical problems and suggested solutions, organization and structure of the program, and generic education curriculum.

Stocks, William D. "Searching for Teachers within Subcultures." Childhood Education 42:86-88; October 1965.

In this article Stocks describes a program designed to relieve the teacher shortage and to interest the Mexican-American subculture members in teaching; notes advantages of working with aides of culture similar to the children's culture; and suggests methods of recruiting teachers from an aide group.

Tanner, Daniel. "Teacher Aides--A Job for Anyone in Our Ghetto Schools." Teachers College Record 69:743-51; May 1968.

Tanner challenges the concept of employing unskilled, semiliterate residents as aides in schools; discusses briefly the problems resulting from this practice; and concludes that the problem of the teacher shortage is only obscured by "new careers for the poor."

University of Ohio. An Operational Proposal for a Multiple Attack on Poverty Involving Teenage Youth as Teacher Aides To Work with Preschool and Elementary Children in Appalachia. Athens, Ohio: the University, College of Education, 1969. 33 pp. ED 031 443. EDRS Price: MF-$0.25; HC-$1.75.

This grant would provide for preparing teenage teacher aides from homes class classified as culturally and economically deprived to work in schools in Appalachia. The objectives are to alleviate teacher aide shortages in elementary and preschool classrooms, and to provide keys for self-improvement and a marketable skill for the teenage trainees. University preservice students would work with and counsel the teenagers.

Ward, Eric J. "The Paraprofessional As Student." Teacher Education News and Notes 20:3-5; October 1968. ED 028 107. EDRS Price: MF-$0.25; HC-$0.25.

The author discusses the need for college programs designed to meet the needs of the economically and socially disadvantaged adults, and reports on colleges presently offering degree programs to paraprofessionals employed in school systems. A four-item bibliography is included.

Weisz, Vera C., and Helen J. Butler. "Training Teachers' Aides at Garland." Junior College Journal 36:6-7; April 1966. Publisher's Price: $0.50.

In the summer of 1965 Garland Junior College sponsored a six-week, in-residence institute to train teacher aides from disadvantage communities. This article reports on the results of the institute.

2. TRAINING TEENAGERS

Lippitt, Ronald, and Peggy Lippitt. "Cross-age Helpers." National Education Association Journal 57:24-26; March 1968.

The authors describe the program at the Center for Research on Utilization of Scientific Knowledge, The University of Michigan, Ann Arbor; discuss design and implementation of a program utilizing teenagers to help in classrooms; and offer rationale for training and its effects on students, teachers, and volunteers.

Lyon, Hank, Jr. "Introduction to Success: Teenage Trainees Working with Preschool Youngsters." American Education 3:5-6; May 1967.

Lyon describes a teenage aide training program at Ohio University; includes comments by participants; notes the value in creating job apprenticeships for future employment; indicates that teenagers have displayed several qualities effective in helping them relate to younger children.

Ostrowiak, Laurie N. Teacher Assistant Cooperative Training. K-8 Grades. Springfield, Ill.: Board of Vocational Education and Rehabilitation, Research Coordinating Unit, 1969. 61 pp. ED 032 282. EDRS Price: MF-$0.50; HC-$3.35.

This publication describes a high school level, credit-bearing, vocational training curriculum to train students to become teacher aides in elementary schools. The curriculum includes preplacement orientation to teacher aide role, regular academic subjects plus specific aide-related instruction, and supervised job experience. Among the benefits are the utilization of aides of diverse ethnic groups and their special skills, the success of cross-age tutoring, and the aides' ability to bridge the gap between authority (teachers) and pupils.

Pope, Lillie, and Ruth Crump. "School Dropouts as Assistant Teachers." Young Children 21:13-23; October 1965.

This article discusses an assistant teacher training program set up by JOIN in cooperation with the New York City Board of Education to train unemployed school dropouts, ages 16-21, in a 16-week training session for work with prekindergarten children; and describes the selection and training procedures.

D. CAREER DEVELOPMENT PROGRAMS

Coco, Harold B. Pilot Student-Teacher Aide Program for the Lincoln Parish School Board. Final Report. Baton Rouge, La.: Gulf South Research Institute, 1968. 64 pp.

The program used education majors in college as teacher aides in order to provide more on-the-job experience before teaching. Clerical, housekeeping, noninstructional (e.g., monitoring), and instructional tasks were performed, with 38.2 percent of their time spent in instructional activities. Results of interviews and evaluation questionnaires are included.

Felton, Nadine. Career Incentive Plan for Higher Education of Nonprofessionals. New York: New Careers Development Center, August 1967. 10 pp. ED 021 917. EDRS Price: MF-$0.25; HC-$0.48.

The author develops a Career Incentive Model designed to combine a teacher aides work experience and life experience toward completion of course work for a bachelor's degree.

Ford Foundation. Time, Talent and Teachers. New York: the Foundation, June 1960. 51 pp.

This report describes the principle innovations of the Ford Foundation: The Professional Partnership; The Flexible School; Electronics, Architecture, and Learning ; and College Teaching. Several school programs utilizing teaching teams composed of teachers of varying degrees of professionalization are outlined.

Greece Central Teachers Association and Greece Central School District No. 1. Report of the Research Committee on Differentiated Staffing. Greece, N. Y.: the District, November 1968. 28 pp.

A research committee investigated differentiated staffing for possible implementation on the Greece Central School District. This document is a report of the committee's findings and includes differentiated staffing rationale, philosophy, and illustrated staffing models from four different sources.

Heidelbach, Ruth, and others. Annotated Bibliography on the Professional Education of Teachers. Washington, D.C.: The Association for Student Teaching, a national affiliate of the National Education Association, 1968. 90 pp. Publisher's Price: $1.00. ED 022 723. EDRS Price: MF-$0.50; HC-Not available.

This book presents short annotations from books and articles on the professional education of teachers. Although emphasis is on laboratory experiences, references are also included on college teaching in professional education courses; team teaching and paraprofessionals; students in teaching, teacher recruitment, certification, and accreditation; and studies of teaching.

Levine, Daniel U. Report of the Westside Workshop in Teacher Training and Curriculum Adaptation in the Inner City; An Institute To Help Teachers Develop and Adapt Instructional Materials in a Desegregated Elementary School and A Desegregated Junior High School in a Disadvantaged Community. Kansas City: University of Missouri, School of Education, 1967. pp. 1-37. ED 024 734. EDRS Price: MF-$1.00; HC-$10.35.

Chapter 2 describes activities of future teachers acting as teacher aides. Chief values of the experience were the opportunities to learn about classroom dynamics and motivation as unnoticed observers. The aides learned a great deal about effective and ineffective learning environments and the special educational needs of disadvantaged students, which will increase their competencies as eventual inner-city teachers. Much of the chapter is written in log form.

Muto, Beverly G., and others. A Career Line Training Program of Semiprofessionals in Education. Application for Continuation Grant and Progress Report. Syracuse, N.Y.: West Genesee Central School, Camillus Central School District No. 1, April 1969. 100 pp. ED 033 056. EDRS Price: MF-$0.50; HC-$5.05.

The Project has established a career line approach to developing teacher assistant capability through the development of a five-channel approach: on-the-job experience, teacher guidance, counseling sessions, course work, workshops. A sixth and optional approach, college, is also included. The program is graphically illustrated and described in the progress report. The narrative report for the application for continuation grant includes objectives of the project, project endeavors exceeding or not meeting expectations, effect of the project on cooperating agencies, dissemination of project information, and projected activities of the project.

National Education Association, National Commission on Teacher Education and Professional Standards. Careers in Education. Washington, D.C.: the Commission, 1968. 33 pp.

New careers in education have emerged in recent years to meet the increasing demands placed on our educational system and new educational structures and methods created to meet those demands. This publication describes the kinds of careers in education that exist now and includes ideas about what these careers are like and ways to prepare for them. The section on auxiliary personnel work describes the need for teacher aides; and briefly outlines qualifications and types of aides and the duties they perform.

Newark Public School System. "A Proposal from the Newark School System to the Ford Foundation." Preliminary Draft, July 1966. Newark, N.J.: the System, 1966. 16 pp.

The major objective of this preliminary proposal is to develop new jobs and careers for nonprofessionals in the schools. Development of a career training program will enable nonprofessionals to move toward certificated service in the schools while working with classroom teachers as aides.

New York Public Schools. Career Development and Utilization of Auxiliary Personnel: Program Overview. New York: the Schools, 1968-69. 9 pp.

The career ladder program in a large, urban school system is described, wherein a tripartite approach is utilized to provide a new careers program for low-income neighborhood personnel. A training rationale as well as a job description for instructional aides is provided.

Smith, E. Brooks. A Model Professions Development Program for Elementary School Personnel (A Planning Draft for Discussion Purposes). Detroit: Wayne State University, College of Education, December 1967. 30 pp. ED 023 623. EDRS Price: MF-$0.25; HC-$1.60.

This model describes a plan to provide continuous professional education and appropriate general and special liberal arts studies to meet preparation needs of paraprofessionals, professionals, and career professionals whose work would contribute to the educational program in primary and middle schools. Included are brief job descriptions, premises upon which the model program is based, and an outline of preparation programs.

University Research Corporation, National Institute for New Careers. "Teacher Aides in a Large Urban School System." New Careers Bulletin: Program Assistance 1: 6-8; January 1969.

The Minneapolis Teacher Aide Program recruits aides from all educational levels to perform instructional roles according to the judgment of the supervising teacher. The Minneapolis model of advancement is illustrated and discussed.

E. JUNIOR COLLEGE TRAINING PROGRAMS

Clarke, Johnnie R. "A Proposal for a Teacher Aide Training Program: A Two-Year Program in a Community Junior College Can Fill a Vital Social and Classroom Need." Junior College Journal 36: May 1966.

Increased remediational work for the teacher is expected as a result of the 1964 Civil Rights Act. The author suggests that a teacher aide program would provide teachers with more time to carry out extra work.

Illinois State Board of Higher Education, Master Plan Committee Q. "Proposed Junior College Curricula for Training Teacher Aides." Teacher Preparation: Report of Master Plan Committee Q. Springfield, Illinois: the Committee, 1969. pp. 21-22. ED 032 245. EDRS Price: MF-$0.25; HC-$1.75.

This chapter outlines in detail three types of programs to be offered by the junior college: specialized courses one-year certificate for teacher aides, (31 hours) and A.A. degree for teacher assistants (64 hours). Admissions criteria are suggested, and provision made for work-study programs.

Lunneborg, Patricia W. "A Psychologist's View of Teacher Aide Training at Seattle Community College." Seattle, Wash.: University of Washington, Bureau of Testing, 1969. 22 pp. ED 033 080. EDRS Price: MF-$0.25; HC-$1.20.

This evaluation of teacher aide training, through informal observation and testing of trainees and their instructors, makes several recommendations to improve training: to place greater emphasis on skill development and understanding of human development; to enforce better discipline among trainees; to continue to stimulate trainees by using a variety of teaching methods; to overcome the undercurrent of antagonism between the administration and the OEO New Careers office which seems to stem from a "middle class guilt complex"; and to give highest priority to job-related instruction rather than the present stress on general education. Suggestions to improve the process of selection of trainees and practical pointers for better training strategies are described.

Martinson, John and Martha Dix Graham. Training Teacher Assistants in Community Colleges: A Survey of Experience to Date. Washington, D.C.: Communication Service Corporation, 1968. 123 pp.

This survey provides information on colleges offering two-year degree programs for teacher assistants. Emphasis is also given to one-year certificate programs. The survey provides the following information: kinds of colleges and type of students participating in such programs, scope of the program, curricula and course content, and impact of program on students and prospective employers. The colleges are listed alphabetically according to location. A case history of the training program at Garland Junior College, Boston, Massachusetts, is also included to illustrate one possible approach to the problems of developing and implementing a program to train new teaching personnel.

Roberts, Edward R. "A Teacher Aide Curriculum at Rio Hondo Junior College: Its Implementation, Effectiveness and Evaluation as Related to Its Use Within Los Nietos School District." Los Angeles: University of California. March 1967. 38 pp. ED 016 452. EDRS Price: MF-$0.25; HC-$2.00.

The author traces the development of a two-year program to train teacher aides for service in elementary schools; describes the curriculum leading to an Associate of Arts degree; outlines the course content; presents examples of an attitude scale and evaluation form; lists duties of aides; defines criteria and procedures for evaluation of aides; reviews similar programs in four other districts; summarizes reaction to use of teacher aides; and quotes sections of the California Education Code.

Weisz, Vera C. A Junior College's Approach to Training Auxiliary Personnel in Education. Washington, D.C.: Research and Demonstration Division, Community Action Programs, U.S. Office of Economic Opportunity, June 1968. 66 pp.

A model for "training aides to teach" program at Garland Junior College is reported. Included in the model is a program to train 25 persons of diverse backgrounds recruited from the Boston area for a six-week inresidence summer institute involving weekly seminars in role playing, individual counseling, and remedial reading. The author lists program objectives of helping to alleviate the teacher shortage, increasing the number of trained semiprofessionals for early childhood programs, and broadening the learning of trainees.

---, and Eunice C. Goodale. Overview of the Child Study Program at Garland Junior College. Boston: Garland Junior College, 1968. 6 pp.

The authors discuss the objectives of the two-year program to train assistant teachers at Garland and a summer institute to train aides to teachers. Also included is information on their age, socio-economic background, selection, and program objectives.

---, and others. New Faces in the Classroom. A Junior College's Approach to Training Auxiliary Personnel in Education. Washington, D.C.: Community Service Corporation, 1969. 66 pp. Publisher's Price: $3.00. ED 024 356. EDRS Price: MF-$0.50; HC-$3.65.

Garland Junior College has been a pioneer in training teacher aides for schools in disadvantaged areas. In this manual, explicit questions are answered pertaining to the recruitment, selection, and training of teacher aides. Also included is information on preservice and inservice training, curriculum, teacher's role, types of aides, and career development as well as information on funding sources and testing, and evaluating prospective aides. Supplementary to the manual is a suggested bibliography for training programs.

F. BIBLIOGRAPHIES ON TRAINING AIDES

Feldman, Richard, and others. An Annotated Bibliography on Auxiliary Personnel in Education. New York: Bank Street College of Education, January 1969. 100 pp. ED 025 487. EDRS Price: MF-$0.50; HC-$5.10.

This bibliography surveys recent literature on paraprofessional school personnel. Entries are divided into four major categories: the school system, pre-school education, elementary education, and secondary education. Each category is subdivided into general concepts, models of actual programs, and training guides and manuals. An alphabetical index of titles is appended.

National Education Association, National Commission on Teacher Education and Professional Standards. Selected Bibliography on Teacher Aides. Washington, D.C.: the Commission, 1966. 5 pp.

This is a 26-item annotated bibliography of selected readings on teacher aides. The bibliography was prepared by the National Commission on Teacher Education and Professional Standards for the "Year of the Non-Conference."

Ross, Marlene, compiler. Preparing School Personnel for Differentiated Staffing Patterns: A Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1969. 74 pp. ED 028 155. EDRS Price: MF-$0.50; HC-$3.80.

This is a guide to documents on differentiated staffing. Presented are summaries of Research in Education abstracts according to subject area classifications which include teacher-administrator relationships; the effect of programmed instruction and educational media on the teacher role; the roles of the public school teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist, research-oriented teacher, and paraprofessionals; staff utilization; team teaching; curriculum organization; and innovation.

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